

# Open Research Online

---

The Open University's repository of research publications and other research outputs

## Supporting middle leaders in higher education: Do we care?

### Conference or Workshop Item

#### How to cite:

Floyd, Alan (2012). Supporting middle leaders in higher education: Do we care? In: New Zealand Educational Administration and Leadership Society Conference, 20-22 Apr 2012.

For guidance on citations see [FAQs](#).

© [not recorded]



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

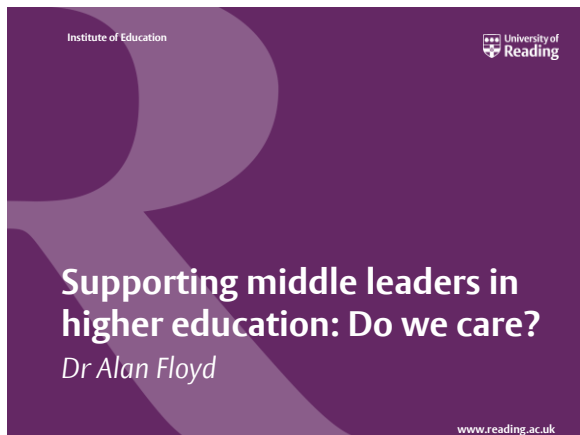
Version: Not Set

---

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

---

[oro.open.ac.uk](http://oro.open.ac.uk)



## Context

- Changes in University management culture
- Changes in academic career (and careers in general)
- HoD position has increased in complexity and importance

## Key Changes

- A large increase in student numbers
- A more academically diverse student body
- An increase in bureaucracy
- An increase in both market and government accountability
- (Collinson, 2004; Henkel, 2002; Knight and Trowler, 2000; Nixon, 1996)

## Key Changes to Academic Careers

- Academic careers are no longer seen as linear (Poole and Bornholt, 1998)
- More academics choose to, or have to, change research fields mid-career to keep up with rapidly changing research horizons (Gordon, 2005)
- A large number of academic staff are now employed on fixed term contracts (Collinson, 2004)
- Academic staff are developing more individually-focused career paths based on ideas of portfolio work and Arthur and Rousseau's notion of the "boundaryless" career (Floyd, 2012)

## Role of the Department Head

- Playing an increasingly important role in the leadership and management of our universities (Bolton, 2000; Bryman, 2007; Floyd and Dimmock, 2011)
- Role is becoming increasingly difficult (Deem, 2000; Smith, 2002, 2005)

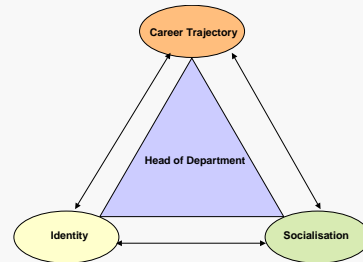
## Other Influences

- Gender
- Age
- Organisational culture
- Academic discipline
- Size of department
- (Deem, 2003a; Deem, 2003b; Karp, 1985; Smith, 2005; Twombly, 1998; Ward, 2001)

## Perceived Problems

- Who wants to be a HoD?
- Motivation to be a HoD?
- Experiences of being a HoD?
  - Support whilst in role?
- Career expectations of HoDs?

## Conceptual Framework



## Methodology

- The UK context
- Two studies – one post 1992 (17) New U, one pre 1992 (11) Old U
- Life histories

9

## Case Study Institutions

- Old U – Research led; HoD role rotated
- New U – Teaching focused but research becoming increasingly important; typically HoD role permanent and remunerated

10

## Defining the Role of the HoD

- Key definitions included: role model, academic leader, and representative academic
- There were differing experiences of what a HoD does, more so in New U.
  - This appeared to be very dependent on the culture of the school, which, in turn, appeared to differ considerably across the University

## Reasons for Becoming a HoD?

- Empowerment of individual
- Empowerment of department
- Confirmation of individual's abilities by being asked to take on the role ("vote of confidence")
- My turn (Old U)
  - Who else?
- Career development (New U)
- To stop someone else!

## Becoming a HoD

- Majority had received no formal training
- Peer consultation and training had happened informally. This was seen as very useful and extremely important
- Learning through the job/experience was seen as very important to learn the skills necessary for the job role

## Becoming a HoD

- Cross university fertilisation and sharing of experiences at HoD level seen as important and necessary for improved practice and whole university growth
- Individualised training programmes seen as more useful, rather than generic “all must attend” courses

## Difficulties

- People management
- Conflict resolution
- Lack of time/too much workload



## Difficulties cont/d

- Workload planning procedures and related bureaucracy
- Financial procedures

## Difficulties (New U)

- Majority of interviewees suggested that their research had suffered and, paradoxically, as a consequence of becoming a HoD, so had their career
- In relation to academic careers, the majority of participants perceived that research is seen as important, not academic leadership

## Voices....

- In a way I followed one particular career path, which has been fairly prominent within the institution and not so prominent outside the institution. I've not been doing the networking and the conferences and the sort of research profile stuff that I probably should have been doing...

## Voices....

- ...One thing that concerns me is the perception of me as a researcher and I think that, given that we are in a university that is meant to be research driven now, I am worried about my future because of where I am in terms of research. (Michael, 45, Arts and Humanities)

## Voices....

- There's quite a tension about whether I should carry on doing research. There is no doubt that I've ruined what could have been an extremely good research career by doing these other things. (Michelle, 49, Natural Sciences)

## Voices....

- So I got the job, and things have gone downhill ever since in terms of my research. ...but actually it's not fair when you look at the load that some people have been carrying to allow other people to continue their research careers. I find it difficult to be selfish and say I'm not going to do x y and z, I'm going to spend three weeks doing my research. But I'm getting to the point now where I'm going to have to do that. I'm going to have to do that if I'm going to survive in this place...

## Voices....

- ...And I really resent what the institution has done in that sense. I feel there is a real lack of value...in people who've actually kept the audits going, the quality, all of that kind of basic, boring stuff that keeps the place going, that keeps students happy...all the detail...(Hannah, 41, Arts and Humanities)

## Academic Career Capital

- Internal
  - job role/title
  - Internal networks
  - Perceived institutional standing
- External
  - Research outputs
  - External networks

## Academic Career Capital

- External perceived as more important
- Becoming an HoD stultifies development of external academic career capital

25

## Old U - three narratives...

- Becoming a HoD
- Being a HoD
- Looking to the future

26

## Key questions

- How do we best prepare academics for the role of head of department and further leadership roles?
- How can we ensure that taking on the role is not perceived as detrimental to an academic's future career?

27

## Acknowledgements

- Part of the research on which this presentation is based was funded by a grant from the University of Reading Research Endowment Trust Fund.

28

## References

- Beck, J. & Young, M. F. D. (2005). The assault on the professions and the restructuring of academic and professional identities: a Bernsteinian analysis. *British Journal of Sociology of Education* 26 (2), pp.183-197.
- Collinson, J. A. (2004). Occupational Identity on the Edge: Social Science Contract Researchers in Higher Education. *Sociology* 38 (2), pp.313-329.
- Deem, R. (2003a). Gender, Organizational Cultures and the Practices of Manager-Academics in UK Universities. *Gender, Work and Organization* 10 (2), pp.239-259.
- Deem, R. (2003b). Managing to exclude? Manager-academic and staff communities in contemporary UK universities. In: Tight, M., ed. *International Perspectives on Higher Education Research: Access and Inclusion*. Boston: Elsevier Science/JAI.
- Deem, R. (2004). The Knowledge Worker, the Manager-academic and the Contemporary UK University: New and Old Forms of Public Management? *Financial Accountability & Management* 20 (2), pp.107-128.

## References

- Floyd, A. (2012). 'Turning points': The personal and professional circumstances that lead academics to become middle managers. *Educational Management Administration and Leadership*. 40 (2) pp. 272-284.
- Floyd, A., & Dimmock, C. (2011). 'Jugglers', 'copers' and 'strugglers': Academics' perceptions of being a HoD in a post-1992 UK university and how it influences their future careers. *Journal of Higher Education Policy and Management*. 33 (4). pp. 387-399.
- Goodall, A. (2009) Socrates in the Boardroom: Why Research Universities Should be Led by Top Scholars. Princeton, NJ: Princeton University Press
- Gordon, G. (2005). The Human Dimensions of the Research Agenda: Supporting the Development of Researchers throughout the Career Life Cycle. *Higher Education Quarterly* 59 (1), pp.40-55.
- Henkel, M. (2002). Emerging Concepts of Academic Leadership and their Implications for Intra-institutional Roles and Relationships in Higher Education. *European Journal of Education: Research, Development and Policies* 37 (1), pp.29-41.

## References

- Henkel, M. (2005). Academic identity and autonomy in a changing policy environment. *Higher Education* 49 (1-2), pp.155-176.
- Karp, D. (1985). Gender, Academic Careers, and the Social Psychology of Aging. *Qualitative Sociology* 8 (1), pp.9-28.
- Knight, P. T. & Trowler, P. R. (2000). Editorial. *Quality in Higher Education* 6 (2), pp.109-114.
- Nixon, J. (1996). Professional Identity and the Restructuring of Higher Education. *Studies in Higher Education* 21 (1), pp.5-15.
- Poole, M. & Bornholt, L. (1998). Career Development of Academics: Cross-cultural and Lifespan Factors. *International Journal of Behavioral Development* 22 (1), pp.103-126.
- Smith, R. (2005). Departmental Leadership and Management in Chartered and Statutory Universities: A Case of Diversity. *Educational Management Administration & Leadership* 33 (4), pp.449-464.

## References

- Twombly, S. B. (1998). Women academic leaders in a Latin American university: Reconciling the paradoxes of professional lives. *Higher Education* 35, pp.367-397.
- Ward, M. E. (2001). Gender and Promotion in the Academic Profession. *Scottish Journal of Political Economy* 48 (3), pp.283-302.